

English, Grade 10 Academic ENG2D	
Lesson 3: Perspectives on Consumer Culture	
<p><b>Connections to Financial Literacy</b></p> <p>In this lesson students will reflect upon how media affects their financial decisions by exploring the culture of branding through various non-fiction texts and documentaries. Students will also explore topics of exploitation and poverty which is a result of the pervasive and cutting nature of the present corporate culture. Through these learning experiences and activities, students will develop an awareness of the advertising and consumer culture that they are exposed to on a regular basis. Students will demonstrate their learning in small group discussions and a media presentation.</p>	<p><b>Text Forms Explored in Lesson</b></p> <p>Informational texts Documentaries</p> <p><b>Text Forms Created in Lesson</b></p> <p>Blogs or Discussion Board posts Visual essay</p>
Curriculum Expectations	
ORAL COMMUNICATION	
<p><b>Overall Expectations:</b></p> <p>By the end of this course, students will:</p>	
<p><b>1. Listening to Understand:</b> listen in order to understand and respond appropriately in a variety of situations for a variety of purposes</p>	<p><b>Specific Expectations:</b></p> <p><b>Purpose</b> 1.1 identify the purpose of a variety of listening tasks and set goals for specific tasks</p> <p><b>Using Active Listening Strategies</b> 1.2 select and use appropriate active listening strategies when participating in a variety of classroom interactions</p> <p><b>Using Listening Comprehension Strategies</b> 1.3 select and use appropriate listening comprehension strategies before, during, and after listening to understand oral texts, including increasingly complex texts</p> <p><b>Demonstrating Understanding of Content</b> 1.4 identify the important information and ideas in oral texts, including increasingly complex texts, in a variety of ways</p> <p><b>Interpreting Texts</b> 1.5 develop and explain interpretations of oral texts, including increasingly complex texts, using evidence from the text and the oral and visual cues</p>

	<p>used in it to support their interpretations</p> <p><b>Extending Understanding of Texts</b></p> <p><b>1.6</b> extend understanding of oral texts, including increasingly complex texts, by making connections between the ideas in them and personal knowledge, experience, and insights; other texts; and the world around them</p> <p><b>Analysing Texts</b></p> <p><b>1.7</b> analyse oral texts, including increasingly complex texts, focusing on the ways in which they communicate information, ideas, issues, and themes and influence the listener's/viewer's response</p>
<p><b>2. Speaking to Communicate:</b> use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes</p>	<p><b>Purpose</b></p> <p><b>2.1</b> communicate orally for a variety of purposes, using language appropriate for the intended audience</p> <p><b>Interpersonal Speaking Strategies</b></p> <p><b>2.2</b> demonstrate an understanding of a variety of interpersonal speaking strategies and adapt them to suit the purpose, situation, and audience, exhibiting sensitivity to cultural differences</p> <p><b>Clarity and Coherence</b></p> <p><b>2.3</b> communicate in a clear, coherent manner, using a structure and style appropriate to the purpose, subject matter, and intended audience</p> <p><b>Diction and Devices</b></p> <p><b>2.4</b> use appropriate words, phrases, and terminology, and several different stylistic devices, to communicate their meaning and engage their intended audience</p> <p><b>Audio-Visual Aids</b></p> <p><b>2.7</b> use a variety of audio-visual aids appropriately to support and enhance oral presentations and to engage an audience</p>
<p><b>3. Reflecting on Skills and Strategies:</b> reflect on and identify their strengths as listeners and speakers, areas for improvement, and the strategies they found most helpful in oral communication situations</p>	<p><b>Metacognition</b></p> <p><b>3.1</b> describe a variety of strategies they used before, during, and after listening and speaking; explain which ones they found most helpful; and identify steps they can take to improve their oral communication skills</p>
<p><b>READING AND LITERATURE STUDIES</b></p>	
<p><b>Overall Expectations:</b></p> <p>By the end of this course, students will:</p>	
<p><b>1. Reading for Meaning:</b> read and demonstrate an understanding of a variety of informational, literary, and graphic texts, using a range of strategies to construct meaning</p>	<p><b>Specific Expectations:</b></p> <p><b>Variety of Texts</b></p> <p><b>1.1</b> read a variety of student- and teacher-selected texts from diverse cultures and historical periods, identifying specific purposes for reading</p> <p><b>Using Reading Comprehension Strategies</b></p> <p><b>1.2</b> select and use appropriate reading comprehension strategies before, during, and after</p>

	<p>reading to understand texts, including increasingly complex texts</p> <p><b>Demonstrating Understanding of Content</b></p> <p><b>1.3</b> identify the most important ideas and supporting details in texts, including increasingly complex texts</p> <p><b>Making Inferences</b></p> <p><b>1.4</b> make and explain inferences about texts, including increasingly complex texts, supporting their explanations with well-chosen stated and implied ideas from the texts</p> <p><b>Extending Understanding of Texts</b></p> <p><b>1.5</b> extend understanding of texts, including increasingly complex texts, by making appropriate connections between the ideas in them and personal knowledge, experience, and insights; other texts; and the world around them</p> <p><b>Analysing Texts</b></p> <p><b>1.6</b> analyse texts in terms of the information, ideas, issues, or themes they explore, examining how various aspects of the texts contribute to the presentation or development of these elements</p> <p><b>Evaluating Texts</b></p> <p><b>1.7</b> evaluate the effectiveness of texts, including increasingly complex texts, using evidence from the text to support their opinions</p> <p><b>Critical Literacy</b></p> <p><b>1.8</b> identify and analyse the perspectives and/or biases evident in texts, including increasingly complex texts, and comment on any questions they may raise about beliefs, values, identity, and power</p>
<b>MEDIA STUDIES</b>	
<p><b>Overall Expectations:</b></p> <p>By the end of this course, students will:</p>	
<p><b>1. Understanding Media Texts:</b> demonstrate an understanding of a variety of media texts</p>	<p><b>Specific Expectations:</b></p> <p><b>Purpose and Audience</b></p> <p><b>1.1</b> explain how media texts, including increasingly complex texts, are created to suit particular purposes and audiences</p> <p><b>Interpreting Messages</b></p> <p><b>1.2</b> interpret media texts, including increasingly complex texts, identifying and explaining the overt and implied messages they convey</p> <p><b>Evaluating Texts</b></p> <p><b>1.3</b> evaluate how effectively information, ideas, issues, and opinions, are communicated in media texts, including increasingly complex texts, and decide whether the texts achieve their intended purpose</p> <p><b>Audience Responses</b></p> <p><b>1.4</b> explain why the same media text might prompt different responses from different</p>

	<p>audiences</p> <p><b>Critical Literacy</b></p> <p><b>1.5</b> identify the perspectives and/or biases evident in media texts, including increasingly complex texts, and comment on any questions they may raise about beliefs, values, identity, and power</p> <p><b>Production Perspectives</b></p> <p><b>1.6</b> explain how a variety of production, marketing, and distribution factors influence the media industry</p>
<p><b>3. Creating Media Texts:</b> create a variety of media texts for different purposes and audiences, using appropriate forms, conventions, and techniques</p>	<p><b>Purpose and Audience</b></p> <p><b>3.1</b> describe the topic, purpose, and audience for media texts they plan to create</p> <p><b>Form</b></p> <p><b>3.2</b> select a media form to suit the topic, purpose, and audience for a media text they plan to create, and explain why it is an appropriate choice</p> <p><b>Conventions and Techniques</b></p> <p><b>3.3</b> identify a variety of conventions and/or techniques appropriate to a media form they plan to use, and explain how these will help them communicate specific aspects of their intended meaning</p> <p><b>Producing Media Texts</b></p> <p><b>3.4</b> produce media texts for a variety of purposes and audiences, using appropriate forms, conventions, and techniques</p>
<p><b>4. Reflecting on Skills and Strategies:</b> reflect on and identify their strengths as media interpreters and creators, areas for improvement, and the strategies they found most helpful in understanding and creating media texts</p>	<p><b>Metacognition</b></p> <p><b>4.1</b> describe a variety of strategies they used in interpreting and creating media texts, explain which ones they found most helpful, and identify appropriate steps they can take to improve as media interpreters and producers</p>


## Learning Goals

### By the end of this lesson, students will know, understand, or be able to:

- Identify and employ strategies of critical analysis for informational texts and documentary films;
- Define and relate financial concepts to a critical analysis of an informational text and documentary film;
- Examine and reflect upon the relationships between Consumer Culture and financial choices;
- Research the effects of corporate branding culture on workers in developing countries;
- Describe how the pervasiveness of branding can adversely affect one's financial decisions;
- Demonstrate learning and research in this activity through a visual essay;

## Instructional Components and Context

Readiness & Instructional Strategies	Terminology	Materials					
<ul style="list-style-type: none"><li>• Familiarity with critically viewing a documentary.</li><li>• Familiarity with analyzing non-fiction texts (newspaper &amp; magazine articles, essays, books)</li><li>• Collaborative group skills (active listening, taking turns, responding to peers)</li><li>• Familiarity with financial &amp; advertising terms</li><li>• Experience with discussing ideas online through blogging sites and discussion boards</li><li>• Experience working with video making programs like MovieMaker or iMovie</li><li>• Experience using video sharing sites (youtube) for presenting media works</li></ul>	<p><b>Related to Financial Literacy (source: econedlink.org)</b></p> <p><b>Advertising</b> Using advertisements (public notices, displays or presentations often based on celebrity endorsements, appeals to authority, bandwagon effects and attractive imagery) to promote the sale of goods or services.</p> <p><b>Brand</b> - A trade name used to identify a product produced by a particular company, distinguishing it from similar products produced by competitors.</p> <p><b>Consumers</b> People who use goods and services to satisfy their personal needs and not for resale or in the production of other goods and services.</p> <p><b>Costs of Production</b> Amounts paid for resources (land, labour, capital and entrepreneurship) used to produce goods and services.</p> <p><b>Consumer Culture</b> the concept that people's lives and identities can be assessed by the things that they possess and the services that they can afford to purchase, rather than by their actions and beliefs</p>	<p><b>Minds On</b></p> <p><b>Action</b></p> <p><b>Grade 10 Handout 3-1 Placemat Activity</b></p> <p><b>Grade 10 Appendix 3-1 Checklist for Blog Response Consolidation</b></p> <ul style="list-style-type: none"><li>• Copies of informational texts about corporate branding, consumer culture, and exploitation of workers by large corporations, eg. Excerpts from book <i>No Logos</i>, by Naomi Klein</li></ul> <p>Documentary film on corporate branding (can view on computer or television if available). Possible documentaries for Class Viewing include:</p> <table border="1"><tr><td>"Consuming Kids: The Commercialization of Childhood"</td></tr><tr><td>"The Greatest Movie Ever Sold"</td></tr><tr><td>"Advertising Tactics" (Learn 360)</td></tr><tr><td>"Freakonomics"</td></tr><tr><td>"Maxed out"</td></tr></table> <ul style="list-style-type: none"><li>• <b>Grade 10 Handout 3-2 Viewing Activity</b></li><li>• <b>Grade 10 Appendix 3-2 Rubric Visual Essay Presentation</b></li><li>• Access to the internet</li><li>• Access to resources online</li><li>• Access to movie making software – moviemaker or iMovie</li><li>• Online Literature Circles – Wikispaces</li><li>• Journaling &amp; Blogging Sites</li></ul>	"Consuming Kids: The Commercialization of Childhood"	"The Greatest Movie Ever Sold"	"Advertising Tactics" (Learn 360)	"Freakonomics"	"Maxed out"
"Consuming Kids: The Commercialization of Childhood"							
"The Greatest Movie Ever Sold"							
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"Freakonomics"							
"Maxed out"							

		<p>Tumblr, Wordpress, Blogger</p> <ul style="list-style-type: none"> <li>• Presentation Sites – Prezi, Animoto,</li> <li>• Video sharing websites – YouTube, Wikispaces</li> <li>• <b>Grade 10 Appendix 3-1: Checklist for Blog Response</b></li> <li>• Sample Visual Essays 1,2, &amp; 3</li> </ul>
<b>Minds On</b> <ul style="list-style-type: none"> <li>♦ Establishing a positive learning environment</li> <li>♦ Connecting to prior learning and/or experiences</li> <li>♦ Setting the context for learning</li> </ul>		
<b>Lesson Description</b>		<b>Notes to teacher:</b>
<b>Whole Class</b> <b>Part 1</b> <ul style="list-style-type: none"> <li>• Teacher will introduce the topic for the lesson and prompt students to brainstorm the following as a Think Pair Share –             <ul style="list-style-type: none"> <li>◦ Do you think the things you choose to purchase are affected by corporate branding? If so/ not provide examples and explain your reasoning.</li> </ul> </li> <li>• Students may share their experiences with their peers.</li> <li>• Teacher will introduce terms that will be discussed during the lesson. (can be done on a PowerPoint, Prezi or Animoto to engage students). At this point students can suggest any other terms that they may think are relevant based on their experiences in consumer culture.</li> </ul>		<div style="border: 1px solid orange; border-radius: 15px; padding: 10px; background-color: #fff9e6;"> <p><b>Suggested Accommodations for IEP Students</b></p> <p><b>Instructional</b>              Duplicated notes, ability grouping, partnering, assistive technology (text-to-speech software i.e. wordQ or Premier), graphic organizers, mind maps, repetition of information, reduced/uncluttered format, rewording or rephrasing or information, extra time for processing</p> <p><b>Environmental</b>              Strategic seating, alternative workspace (for independent activities)</p> <p><b>Assessment</b>              Extended time limits, verbatim scribing, oral responses, reduction in number of tasks, assistive technology (text to text, text to speech)</p> </div> <div style="margin-top: 20px;">  <p><b>Differentiation of process:</b>              Discussion in small groupings, discussion extended in online environment on discussion board. Content of discussion can be recorded and noted for future use.</p> <p>Teacher provides oral feedback to students when they are in small groupings to ensure that</p> </div>

discussion is focused on main topics of money, wants, needs, and values.

### Action

- ♦ Introducing new learning or extending/reinforcing prior learning
- ♦ Providing opportunities for practice and application of learning (guided → independent)

### Lesson Description

### Notes to teacher:

#### Small Groups: Guided → Group Discussion/Placemats

- Teacher will divide class into small groups of 3 or 4 and distribute various articles and book excerpts on corporate branding, consumer culture and the exploitation of workers in developing countries.
- Students will read these articles together and highlight key information.
- Students will use **Grade 10 Handout 3-1 Placemat Activity** to record any relevant information that was discovered while reading.

#### Possible Text Excerpts Include:

<i>No Logo</i> , Naomi Klein	Non Fiction book
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### Part 2

#### Whole Class → Screening of the Documentary

- Students will view the documentary. While viewing students will work through the (Appendix B) "Viewing Activity"
- Following the screening of the documentary, students can share responses with one another and add any additional information to assist them with their future activity

#### Possible Documentaries for Class Viewing Include:

"Consuming Kids: The Commercialization of Childhood"	Documentary
"The Greatest Movie Ever Sold"	Documentary
"Advertising Tactics" (Learn 360)	Documentary – Educational Video
"Freakonomics "	Documentary
"Maxed out"	Documentary

#### Independent: Individual Extension

Students continue the discussion of the documentary online through a blog post and by responding to one another. Responses should adhere by the requirements that have been outlined in **Grade 10 Appendix 3-1: Checklist for Blog Response**.



**Consolidation**

- ♦ Providing opportunities for consolidation and reflection
- ♦ Helping students demonstrate what they have learned

Components of Consolidation:

- discussion of student work
- teaching emphasis
- highlights and summary (What did you learn?) Teacher records students' thinking on chart and this is the beginning of co-constructing success criteria
- independent or further guided practice

**Independent & Whole Class**

In small groups or individually, students will compile a Visual Essay which communicates their learning and research (from texts provided in class). Students will present their learning in a visually engaging format and post their work on a video-sharing website for their classmates to view. Students will present their work in class and also compile a brief written explanation of the purpose and design choices made for their Visual Essay presentation.

**Teaching Emphasis** - *It is important to note that the teaching emphasis should be informed by the students' observations/learning. The following are examples of possible emphases that address these learning goal(s):*

- the selection of images, music, and text which support the purpose of the text viewed, read, and/ or developed
- the organization of images, music and text to develop intended message

**Highlights and Summary**

Teacher asks students:

- What did you learn from the texts you read/ viewed/ created?
- "How would you explain the difference between a 'want' and a 'need'? to another person in your grade?

**Assessment as learning**

Students should demonstrate the inequities that exist in the production of goods and services for consumption by the target consumers of corporations (exploitation of workers)

**Assessment of learning**

Students to create a Visual Essay to demonstrate their learning in this lesson.

Students should demonstrate that there is an intrinsic connection between the pervasive corporate branding and consumer purchases

Students should demonstrate the inequities that exist in the production of goods and services for consumption by the target consumers of corporations (exploitation of workers)

Teachers are encouraged to provide the students with descriptive feedback, based on the specific criteria generated by the class.

**Assessment for learning**

Students should demonstrate the inequities that exist in the production of goods and services for consumption by the target consumers of corporations (exploitation of workers)

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